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ABSTRACT

This workbook is designed to introduce service learning practitioners to the evaluation process and to help practitioners generate a local support network. The design portion guides the practitioner through a self-directed study for their own program and is formatted for use with or without a formal training session. The workbook is divided into two parts of three sections each. What follows is a list of 22 resources that assists users in doing research, particularly qualitative studies. Part 1 guides production of a needs analysis which defines information to be gathered, the audience who will use the information, and expected outcomes of using the information. A formal study plan is then written using the needs analysis in part 2. Two appendices provide additional tools for prioritizing study questions and determining the method of collecting and organizing data. Part 2 also provides workbook examples and a sample plan to stimulate thinking. The final section of the workbook reports actual workshop results. (EH)

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ED 417 997

DOING SELF-DIRECTED STUDY FOR SERVICE-LEARNING

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University of Minnesota

September 1992

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DOING SELF-DIRECTED STUDY FOR SERVICE-LEARNING

The purpose of this project is to improve the practice of service-learning through better evaluation. One important way to get better knowledge is to engage those closest to the field, practitioners, in the evaluation process. To achieve this goal, administrators, teachers, and community members involved in service-learning can learn to plan and implement self-directed studies. To accomplish this end, the following program is designed to introduce practitioners to the evaluation process. To support their effort, additional assistance is needed to provide them with feedback and technical help to implement their evaluations, and to generate a network to sustain the evaluation process. Our goal is to work with resources available in the state to develop this support network.

The materials contained in this workbook are intended to help practitioners think about the evaluation process. They are not intended to stand alone as a single source of information; rather they are designed to be used with other people, books, and information sources to begin the process of developing "reflective practitioners."

REFERENCES

The following references provide a good overview and introduction to doing research, especially qualitative studies. As you develop your contact with professionals and experts in evaluation, you will add many other titles to your reading list. Remember, this is just a beginning!

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NAME: _____

ORGANIZATION: _____

DATE: _____

SELF-DIRECTED EVALUATION PLAN

Preparing a self-directed evaluation plan is a process. It begins by determining questions which you want answered about yourself and your program. It develops as you determine how to answer the questions, what kind of information you need, who will use that information, how to gather and process the information, and how to analyze the information to answer your initial questions. It ends when you draw conclusions about what was learned from the effort and then use that information to improve some aspect of the program. That use stimulates more questions and the process begins anew as you develop additional questions about the changes that have been made. In other words, the process never ends; it simply recycles itself.

The following pages are intended to help you begin the process of designing a self-directed study. By completing each exercise you will end up with an initial plan for your investigation. Be reminded that this is simply your first attempt; it is most likely you will revise it several times before you settle on a final draft. So do not be discouraged if it is not perfect by the end of the day. Good plans don't just happen, the evolve slowly. Good luck and good planning!

I. THE QUESTIONS

Your self-directed study begins with your own questions. What is it that you want to learn about your program? Reflect on your program, and write those questions which you feel are the most important to ask. For starters, write one question for each area listed.

a. About participants in the program

b. About people affected by participants

c. About products produced by participants

d. About institutions/organizations involved with your program

Questions Asked - Suggested

a.

b.

c.

d.

Next, write four questions of your own choosing covering any topic you desire. The important point is that you identify questions which you are seriously interested in pursuing.

Questions Asked - My Own

1.

2.

3.

4.

PRIORITY LIST

Now that you have identified questions important to you, place them in order of priority. Examine your questions and pick the top four in order of interest and importance to you, that you would most like to answer (see Appendix A if you would like to use your program goals to help prioritize your list).

1.

2.

3.

4.

QUESTIONS -- IN ORDER OF PRIORITY (REVISED)

Now is the time to reevaluate your list, focusing in on just two questions which will serve as the major emphasis of your self-directed study. You can pick questions which measure your goals, or you can choose other options available. No matter what, identify the two most important questions which can become the focus of your self-directed study.

1.

2.

II. INFORMATION AND THE AUDIENCE

Now that you have some questions to begin the study, consider what kind of information answers the questions and who might use the information to further improve the program or make changes which justify doing the study. Once you are clear about what you should know, it is easier to discuss who can use the information and what purpose the information can serve.

Information Needed To Answer My Questions

1.

2.

3.

4.

INFORMATION USERS -- HOW THEY CAN USE THE INFORMATION

Organizing the information allows you to project how it can be used by others. As you imagine how the information will look once it is organized, list those people/organizations who can use the information for some important purpose. Do not forget to list yourself as an information user!

Primary Information User	How They Can Use the Information
1.	
2.	
3.	
4.	

INFORMATION TO BE USED AND HOW IT IS TO BE REPORTED

After you have decided what information can be used and who can use it, determine how you intend to report your information. Be sure that the information gathered and reported has value, first and foremost, to yourself.

Information to be Used	How to be Reported
1.	
2.	
3.	
4.	

INFORMATION TO BE USED AND EXPECTED OUTCOMES FROM ITS USE

As you think about the information gathered and those primary information users, ones who are going to do something with the information you collect, think about expected outcomes for use of the data. What improvements or changes do you anticipate as people use the information from your study?

Information Used	Expected Outcomes
1.	
2.	
3.	
4.	

ANALYSIS OF INFORMATION GATHERED

In deciding how to report the information collected, you are actually determining how to evaluate your data so you can make sense out of it. This is critical to your study because it indicates how the information you gather should be interpreted and read. It also tells others exactly what the scope of your study is and the terms by which you expect to be judged. This is a most important step.

In your method of analysis section, explain what you intend to do with the data so it can be conveyed to others in a clear and understandable manner. If your data is in the form of numbers or counts, use a method which reflects the quantitative nature of your information. If, on the other hand, your data comes from observation, interviews, etc., use a method which reflects qualitative dimensions, such as case studies, reports of observations, discussion of patterns or themes, etc. It is possible to use both approaches; in fact, it is even desirable to do so!

Information Available	Method of Analysis
1.	
2.	
3.	
4.	

III. DEVELOPING THE SELF-DIRECTED STUDY PLAN

Now that you have most of the pieces of your study outlined, it is possible to put everything together to develop your self-directed study. Review your purpose and goals, your questions, who and what is being studied, how you will gather information, who will use the information, how you will analyze the information, and finally how you will report this new information to yourself and others concerned about improving their understanding of service-learning. It is easiest to lay out your plan in a linear fashion using the matrix presented below. As you complete the various items, check for consistency. Review the following issues as you evaluate your plan:

1. Do the questions address the key issues you want to study (and deal with important goals of your program)?

2. Is the information you are gathering useful in answering the questions?

3. Will the information allow you to say something important about your questions?

4. Will the method you use to gather information produce the quality and quantity of evidence to draw some kind of conclusions or, at least, make some statements as to what is happening in your program?

5. Will information users (including yourself) be able to understand your data and reach the same conclusions you do about the evidence?

6. Will the results of the study make a difference in how you conduct yourself or your program in the future?

7. Is the plan something that can be realistically done?

This last question is perhaps the most important, because if the plan is too broad, too extensive, or too difficult, chances are you will never complete the study. It is easy to construct good plans which bear little resemblance to reality and then just put them on the shelf and never complete them.

This is exactly what you are <u>not</u> supposed to do in a self-directed study. The plan must be something that can be done with little extra effort or outside support. It should be woven into the fabric of your existing program, with data collection, evaluation, interviewing, etc. a normal part of the existing program. To require too much extra time or effort will probably doom your study.

Given this limitation, it is strongly advised that you do what is normally done in the context of the program. This means if you already evaluate participants along certain measures or criteria, you may wish to consider using that evaluation process as an integral part of your self-directed study. If you already talk to participants on a regular basis to understand what they are doing and why, then continue on with existing methods and interject some of your own questions or concerns into the normally occurring dialogue. This way you will be covering the information needed, but in ways that use your existing program activities to get at your research agenda.

With this advice, please plan your self-directed study on the outline provided. Once it is written, you can evaluate it to determine whether it meets your goals and is really something that can be accomplished this year.

Name: _____ Date: _____

SELF-DIRECTED EVALUATION PLAN

F ch Questions

ıation Needed

ıation Users

d of Collecting Information / Data

Analysis

APPENDIX A

USING PROGRAM GOALS TO PRIORITIZE QUESTIONS

Once you have your priorities established, do some serious reflection on which question or which questions would be most appropriate to investigate this year. A helpful way to decide which one(s) are perhaps most important is to examine the goals of your program. Ask yourself, "What am I trying to accomplish and what outcomes do I hope will occur as a result of my program?" Try to identify four goals of your program.

Program Goals

1.

2.

3.

4.

CONNECTIONS BETWEEN QUESTIONS AND GOALS

One way of determining your priorities is to view your questions in terms of your program goals. Are there questions you want to investigate which address your goals? Look at the list of questions and program goals and identify the connections between the two.

Write down the questions you have identified and the corresponding goals which they address.

Questions	Goals
1.	
2.	
3.	
4.	

APPENDIX B

METHOD OF COLLECTING INFORMATION

After you have determined the information you need, figure out how you are going to collect it easily and completely. Review the needed information and describe the steps you will take to actually gather the data. Consider the steps involved in collecting the information and in organizing it for the information users identified earlier. See the sample sheet if you have questions.

1.

2.

3.

4.

HOW I WILL ORGANIZE THE INFORMATION I COLLECT

Once you have decided how to collect the information, consider how you will organize it to make sense for yourself and for others. Making sense means analyzing the information and packaging it in such a way that others can understand your process of thinking. Report here how you think you will organize/package the information so others can understand.

1.

2.

3.

4.

SELF-DIRECTED EVALUATION PLAN

PART II - SUGGESTIONS AND SAMPLES

This guidebook is a companion to the "Self-Directed Evaluation Plan" used for the workshop. Its purpose is to provide samples and suggestions for various assignments you will be working on as you do your self-directed plan. Please refer to these examples for guidance. They are designed solely to stimulate your own thinking on the subject and not to restrict your imagination. Remember -- you need to prepare a plan that fits your interest, your program, and your situation!

I. THE QUESTIONS

This section is designed to focus your attention on what you want to learn from the self-directed study. The emphasis is on questions you want to ask about yourself, your program, and the interactions between all the people and institutions involved in your program. Here are some sample questions which address the four areas outlined on the worksheet.

Questions Asked - Suggested

a. **How can I more effectively monitor student learning in the community so I can be sure students are learning academic subjects?**

b. **What do people at the nursing home and the elementary school say our students really contribute through our service-learning program?**

c. **How can I show that students learn more math and science through participation in service-learning project?**

d. **What real benefit is there for the community agencies which participate in our service-learning program?**

Questions Asked - My Own

1. **How can I measure what students learn through their service-learning activities?**

2. **How can I show that students are more interested in school as a result of their service-learning experiences?**

3. **What concerns or questions do parents have about involving their children in service-learning?**

4. **How does service-learning motivate my students to do better in school?**

PRIORITY LIST

On this section you need simply to review your questions, such as the ones stated above, and pick four (sounds like the race track)! Here are the four I've chosen as most important to me.

a. **How can I more effectively monitor student learning in the community so I can be sure students are learning academic subjects?**

c. **How can I show that students learn more math and science through participation in service-learning project?**

2. **How can I show that students are more interested in school as a result of their service-learning experiences?**

3. **What concerns or questions do parents have about involving their children in service-learning?**

QUESTIONS -- IN ORDER OF PRIORITY (REVISED)

Now is the time to select the two questions which you most would like to investigate this year. You can develop plans around one or both. Make sure that the question or questions you pick are ones of great interest to you. The investigation you are about to undertake is for you, primarily, so there must be a strong desire on your part to spend some extra time discovering what it is you want to know. Here is my priority list.

I. **How can I more effectively monitor student learning activities in the community so I can be sure students are learning academic subjects?**

II. **How can I show that students learn more math and science through participation in service-learning projects?**

These two questions are the ones I would want to investigate today. The two you select will serve as the basis for the planning exercises which will follow.

II. INFORMATION AND THE AUDIENCE

Review the two questions listed above and think about the kind of information necessary to answer the questions.

Information Needed To Answer My Questions

I. **For this question I would need information about what students learn at their community sites. I would especially need information about applications of academic subjects.**

II. **For this question I would need to get information about applications of math and science through the community service activities. I would also need to get information about science and math learning from students who didn't do service-learning so I could possibly compare the two groups.**

INFORMATION USERS -- HOW THEY CAN USE THE INFORMATION

In this section, think of the people/organizations who can use this information for some purpose. Doing evaluation has little value unless someone can use the information for a positive purpose. Identify those who can use it and how it can be used!

Primary Information User	How They Can Use the Information
1. Myself (I)	I can use it to award academic credit to students; to show my principal that service-learning does have merit in the academic program; to improve my understanding of the relationship between classroom learning and experiential learning.
2. Principal (I)	To show the school board that our service-learning program should be expanded as part of the academic offerings at the school; to help other teachers learn to do service learning activities with students.
3. Myself (II)	To increase the amount of math and science credit awarded through off campus programs; to demonstrate to other math/science teachers that students can learn effectively in the community.
4. Curriculum committee (II)	To generate new offerings in the district which include math and science credit from service experiences; to train other teachers how to develop service-learning programs in math and science.

INFORMATION TO BE USED AND HOW IT IS TO BE REPORTED

This section requires you to think about how your information will be reported to the information users. It will help define the method and approach to data assessment and reporting.

Information to be Used	How to be Reported
1. Reports from students and community sponsors	Summarized, with quotes exemplifying patterns/themes about service learning. Report to school district about value of service-learning for academic program -- in paper presented to Board of Education.
2. Reports from college students	Brief summaries of what was observed; final report describing what students learned at their field placement and how learning was monitored by school personnel.
3. Test scores from	Report to school board science/math activities comparing math/science scores in the community of service learning students with those in non-service learning programs.
4. Portfolios of student work in science/math	Present to local teachers group to show them how math and science are applied through service-learning activities. Present to local school board to demonstrate student learning and to request more support for expanding service-learning opportunities for students.

ANALYSIS OF INFORMATION GATHERED

Now that you have defined how to report the data, it is vital that you decide how the information will be analyzed. This is a difficult job, yet one of the most important. Explain briefly how you are going to analyze the information giving some detail as to which analysis techniques will be employed.

Information Available	Method of Analysis
1. Interviews with students and community sponsors (I)	I will summarize each interview and search for common or frequently occurring comments or themes.
2. Observations from college students (I)	I will review observation reports and describe the most commonly occurring themes or patterns. I will also report on the number of similar activities reported and how they relate to academic learning.
3. Math tests covering service-learning experiences (II)	I will compare the math scores from the service-learning group with the math class which did not have a service-learning dimension.
4. Portfolios of student work in math and/or science (II)	I will assemble the portfolios and describe information / applications of learning found in the typical case. I will also use the portfolios themselves to document student learning.

III. DEVELOPING THE SELF-DIRECTED STUDY DESIGN

Now the time has come. You should have enough information to put together your own action plan. Remember -- it is easy to do as long as you keep it simple, logical, and practical. Don't try to do too many things at once, nor make it too complicated. Revise your draft as much as possible until you feel comfortable with what you propose. The rest is easy!

Name: Rob Shumer Date: September 21, 1992

SELF-DIRECTED EVALUATION PLAN

Research Question

How can I effectively monitor student learning activities in the community so I can be sure students are learning academic subjects?

Information Needed

- Information about my monitoring program
- Information about what kind of activities students are doing in the community
- Information about what academic subjects are being applied in various service-learning activities

Information Users

Myself: I can evaluate my monitoring plan to show my department head that I can justify awarding academic credit because I have good documentation of student work

My department head: He can use my documentation to present to my principal to get additional funds to write up the monitoring process

My principal: She can use the information to demonstrate student learning through service to possibly get funds from the school board to expand the program in our school

Method for Collecting Information/Data

I will use monitoring forms for 5 students in my program and write a short weekly review of how I keep track of their progress

I will develop a form for the community sponsors to fill out each two weeks describing what students learn, especially academically related learning. I will also interview the students and the community sponsors.

I will work with a local college to have evaluation students observe my students at their community service sites to document instances of academic learning

Data Analysis

I will write a report about how my monitoring system worked -- whether it kept me better informed about what students were learning at their field sites

I will write a report, using the community sponsor forms, describing the academic activities that took place. I will describe typical learning experiences for each student.

I will have the college students describe the subjects covered and typical situations where students applied academic learning at their community learning sites.

APPENDIX A

USING PROGRAM GOALS TO PRIORITIZE QUESTIONS

In this section you are to state what you hope your program accomplishes. The goal of your program may be to develop an attitude of service among your students or to show that service-learning contributes to the study of academic subjects. Whatever the case, try to describe the program goals of your service-learning program.

Program Goals

1. **To teach civic and social responsibility to students through participation in service experiences in the community.**

2. **To assist community members and agencies which are unable to receive help from government because of shortages of funding.**

3. **To enhance the academic program by demonstrating the relationship between service-learning and traditional subject-matter study.**

4. **To teach problem solving and group skills through service experiences.**

CONNECTIONS BETWEEN QUESTIONS AND GOALS

In this section you are asked to compare your questions with the program goals articulated above. Pick four questions which are most important to you, and then see if they correspond to any of your program goals. Please note that you do not have to select a question for your final version of the plan just because it matches with one of your program goals. You should pick questions simply because they are the most interesting and present the best chance of completion.

Questions	Goals
a. **How can I more effectively monitor student learning activities in the community so I can be sure students are learning academic subjects?**	#3
1. **How can I measure what students learn through their service-learning activities?**	#1,#3, #4
c. **How can I show that students learn more math and science through participation in service-learning project?**	#3
d. **What real benefit is there for the community agencies which participate in our service-learning program?**	#2

Hopefully, you see the relationship between program goals and specific questions developed. Now you must decide if you want to focus on program goals or else choose your own emphasis. In either case, now you must select the two most promising questions for the "study."

APPENDIX B

METHOD OF COLLECTING INFORMATION

I. For this question I could interview students about what they learn each week. I could also ask them to write a journal about their service-learning experiences, especially asking them to cite examples where they feel they are learning academic subjects. I could also develop a form for community sponsors to describe the kinds of learning activities students do at their site. I could have a section dealing specifically with how students learn academic subjects.

I could also involve students by having them interview each other. They could have assignments to observe other students at their community sites, recording what they do and making special notes to describe any applications of basic skills or academic subjects.

II. I could do all of the same things as in Question I, plus I could give them special tests covering the topics they say they learn through their journals. I could ask my friend who also teaches math and science to give the tests to his students since they don't do service-learning activities.

I could also ask students to bring in examples of their work, especially those dealing with math and science problems. They could make a portfolio of their work, showing how they apply math and science subjects. Students could also prepare tests based on what they learn for other students in similar setting.

HOW I WILL ORGANIZE THE INFORMATION I COLLECT

I. I will organize this information around the sources of the data. First, I will have personal responses which will include students and community sponsors. In this section I will have summaries of my notes. Then I will have written information from journals and evaluations from community sponsors. Last, if I have time or could get some college students to do observations at the community sites, I could have some documentation from someone else as to what kind of learning was taking place at the community learning site.

II. This question could be organized in a similar fashion to Question I, with personal responses from students and community sponsors, as well as written information in journals. I would also have tests covering the science and math experiences. In addition, I would have the observational reports from the college students documenting what was being learned through the service-learning experience.

DEVELOPING A SUPPORT NETWORK FOR EVALUATION

SELF-HELP FOR SELF-DIRECTED STUDIES

One of the goals of the Serve-America research effort in Minnesota is to develop a local support network for practitioners who are doing self-directed studies of service-learning. Because many of those involved have limited experience in the formal research/evaluation process, it is necessary to establish a system to provide technical and personal assistance. Since there is little likelihood that large amounts of money will be flowing into the state for research, it is important to develop this network as inexpensively as possible. To make up for limited funding, we need to tap into our creative talents to develop and implement such a system which is supposed to become a model for the rest of the nation.

Given this rather challenging task, our goal today is to begin the process of designing and implementing such a system. The first job at hand is to combine our collective brain power to produce ideas and strategies which can deliver the desired system.

We know initially that representatives from the various Serve-America programs form the first ring of our support network. That means you! Please make sure that you have the names and phone numbers of at least five (5) people you can contact over the next nine months who are either going through the same process as yourself or know people who can help to guide you through the self-directed study. We have taken efforts to introduce you to others at today's meeting who have some common bond. Please take advantage of these introductions.

Next, we hope to develop contacts at the levels of professional organizations, as well as our institutions of higher education, to expand and enhance the network. You will be given worksheets to help develop this second ring, so think about those you know who can support the effort.

The State Department of Education, the National Youth Leadership Council (NYLC), the Higher Education Coordinating Board, and the Minnesota Office on Volunteer Services (MOVS) form yet another source of assistance in the research effort. Many experts are available who can help you to plan and execute your self-directed study.

So let's spend the next 30 to 40 minutes thinking, brainstorming, and planning, so our network can begin today. May our efforts be rewarded with some of the best plans ever made on a Monday afternoon!

RESEARCH NETWORK PLANNING WORKSHEET

"There is nothing better, when you are feeling neglected
To have lots of friends, who help you stay connected"

Please use this worksheet to create a research assistance network for those who are engaged in the self-directed study program of the Serve-America project.

Your
Name:_____Phone:_____

Address:_____

Position:_____Title:_____

Program:_____Grade Level(s)_____

What you can contribute to the research assistance network:

Two people you know who are knowledgeable about research or evaluation:

Name:_____Phone:_____

Address:_____

Position:_____Title:_____

Program:_____Grade Level(s)_____

Name:_____Phone:_____

Address:_____

Position:_____Title:_____

Program:_____Grade Level(s)_____

THE RESEARCH / EVALUATION NETWORK

Please list the names of people who can serve as members of the research/evaluation network. If you know what they know, write it down!

PEOPLE IN YOUR REGION WHO KNOW SOMETHING ABOUT EVALUATION

Name:_____Phone:_____
Address:_____
Position:_____Title:_____
Program:_____Grade Level(s)_____
What They Know:

Name:_____Phone:_____
Address:_____
Position:_____Title:_____
Program:_____Grade Level(s)_____
What They Know:

PEOPLE IN HIGHER EDUCATION WHO KNOW SOMETHING ABOUT EVALUATION

Name:_____Phone:_____
Address:_____
Position:_____Title:_____
Program:_____Grade Level(s)_____
What They Know:

Name:_____Phone:_____
Address:_____
Position:_____Title:_____
Program:_____Grade Level(s)_____
What They Know:

PEOPLE IN THE COMMUNITY WHO KNOW SOMETHING ABOUT EVALUATION

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

PEOPLE IN A SCHOOL DISTRICT WHO KNOW SOMETHING ABOUT EVALUATION

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

ORGANIZATIONS WHICH HAVE PEOPLE WHO KNOW SOMETHING ABOUT EVALUATION

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

OTHER PEOPLE WHO KNOW SOMETHING ABOUT EVALUATION

Name: _____ Phone: _____

Address: _____

Position: _____ Title: _____

Program: _____ Grade Level(s) _____

What They Know:

This list is just the beginning. Please keep it in a safe place and remember to add names. You can always send new names to:

Dr. Robert Shumer
The Generator Center
R-460, Vocational and Technical Education Building
1954 Buford Avenue
University of Minnesota
St. Paul, MN 55108

APPENDIX

EXAMPLE OF RESULTS OBTAINED
FROM A
SELF-DIRECTED EVALUATION TRAINING WORKSHOP

The following is a summary of results obtained from a recent Serve America training workshop on self-directed evaluation. It was conducted September 21, 1992 by the Minnesota Department of Education and the Generator Center of the Department of Vocational and Technical Education of the University of Minnesota. It is included to give you an idea of the types of evaluation questions asked by the participants, who the participants felt the top ten users of the evaluation information are, the types of information they felt should be collected (both quantitative and qualitative), and possible methods of collecting this data. It also includes several sample pages from the first draft of Minnesota's *Resource Directory* which was developed based on information gathered from the participants at this time. This information will be used by those working with Community Youth Service Programs. It includes a list of the evaluation workshop participants, recommended network evaluators, and college campus service and service-learning programs.

"Evaluating Community Youth Service Programs"

RESOURCE DIRECTORY

OCTOBER, 1992

(FIRST Draft: Please send us any additions and/or corrections.)

Serve America (September 21) Workshop Participants

me		Last Name	
st		First	
ne		Phone	
ss		Address	
ty	South St. Paul	City	Hill City
te	MN	State	MN
ip	55075	Zip	55748
tle	Director	Title	
m	Roosevelt Breakfast Program	Program	Generator School
ev		Grade Lev	

ne		Last Name	
st		First	
ne		Phone	
ss		Address	
ty	Mound	City	Minneapolis
te	MN	State	MN
ip	55364	Zip	55414
le	Education Program Coordinator	Title	Consultant
m	Westonka Community Education and	Program	Harrison Secondary and Minneapolis
ev	K-Adult	Grade Lev	7-12

ne		Last Name	
st		First	
ne		Phone	
ss		Address	
ty	Hutchinson	City	Red Wing
te	MN	State	MN
ip	55350	Zip	55066
le	Youth Director	Title	
m	At Risk Youth Community Service	Program	Red Wing Detached Youth
ev	6-12	Grade Lev	

Serve America Evaluation Network Recommendations

	Last Name	
	First	
	Phone	
	Address	
Pine City	City	
MN	State	MN
55063	Zip	
Curriculum Director	Title	Principal Investigator
Pine City District #578	Agency/Prog	Drop Out Prevention Intervention
K-12	Grade Lev	

	Last Name	
	First	
	Phone	
	Address	
Hinckley	City	Hutchinson
MN	State	MN
55037	Zip	55350
High School Counselor	Title	Business Manager
Hinckley District #573	Agency/Prog	Hutchinson Public Schools
10-12	Grade Lev	K-12

	Last Name	
	First	
	Phone	
	Address	
	City	Rush City
MN	State	MN
	Zip	55069
Program Leader	Title	Education District Director
U of M Extension	Agency/Prog	St. Croix River Education District
statewide	Grade Lev	

COLLEGE CAMPUS SERVICE and SERVICE-LEARNING PROGRAMS

If you would like to develop Youth Service collaborations between your school or organizations and colleges and universities, contact the following persons: --

State Contact	Mark Langseth 1-800-366-6952 National Youth Leadership Council 1910 W. County Road B, Room 216 Roseville, MN 55113
Mesabi Community College	Joel Longie (218) 723-4776 Arrowhead Community College Region American Indian Student Tutoring Program Mesabi Community College Virginia, MN 55792
Augsburg College	Mary True, Coordinator (612) 330-1775 Service Learning Program Augsburg College 721 - 21st Avenue S Minneapolis, MN 55454
Bemidji State University	Angie Smith, Coordinator (218) 755-2988 or 4022 Bemidji State University Bemidji, MN 56001
Bethel College	Steve Young, Coordinator (612) 638-6417 Community Service Program 3900 Bethel Drive St. Paul, MN 55112
Brainerd Community College	Dennis Eastman (218) 828-2284 Mentor Program College Drive & SE 4th Brainerd, MN 56401

MDE
MINNESOTA DEPARTMENT OF
EDUCATION

Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

October 14, 1992

Dear Evaluation Workshop Participants:

Thank you for participating in the September 21st workshop on self-directed evaluation. We hope the day proved worthwhile and that the information received is beginning to help you develop an evaluation strategy for yourself. Enclosed is a compliation of the questions you asked and summaries of ideas you had on information needed, who the key users of information are and possible methods for gathering data. The ideas were excellent and we thought we should share them with you right away.

As we continue the networking process, we would like more information from you. Would you please fill out the enclosed evaluation form and return it by October 30th. We would appreciate it if you would let us know when you have scheduled a date for your regional group to meet again. One of us will be glad to attend. If you have any questions about this, please call one of us at the numbers listed below.

We have also enclosed the first draft of the Network Directory. This includes names you suggested and the college campus contacts. The list of participants at the workshop are also included.

We look forward to working with you this year. Please don't hesitate to call if you need some help, or write about any problem or issue you encounter. Best wishes for a successful year. We look forward to seeing you soon at your local network meeting.

Sincerely,

Bob Crumpton
Minnesota Department of Education
612 296 2703

Mary Jo Richardson
Minnesota Department of Education
612 296 1435

Rob Shumer
Generator Center
University of Minnesota
Calls at NYLC: 612 631 3672 or 1-800 366 6952

An Equal Opportunity Employer

EVALUATION FORM

SELF-DIRECTED RESEARCH/EVALUATION PLANNING WORKSHOP

The purpose of this evaluation is to determine the value of the workshop on planning a self-directed research project around the topic of service-learning. Our goal is not to immediately measure what you thought, but rather to have you tell us what has happened two or three weeks after the workshop was completed. That, in many ways, is a better indicator of what happened during the sessions. So please take this form and remember to complete it by October 30, 1992. Return it, by mail, to:

Robert Shumer
Generator Center, R-460
Voc. and Tech. Education Bldg.
1954 Buford Avenue
University of Minnesota
St. Paul, MN 55108

1. What steps have you taken to continue the planning process started on September 21st? Please attach a copy of your research/evaluation plan in its current state.

2. What have you done to get any professional or technical assistance for your project?

3. What areas do you feel you still need assistance to plan and implement your study?

4. If you have continued to work on your research design, what

RESEARCH QUESTIONS ASKED BY INDIVIDUALS
Evaluation/Training Workshop

- o How will participants benefit and gain usable skills?
- o How will cooperating agencies directly benefit?

- o How does involvement in a community service class change students' perspective of themselves, their relations at home, with peers, with other age groups?
- o How do students see themselves and the value of service?

- o How does our service project enhance the learning (educational opportunties) for students?
- o How have students become valued citizens within the community?

- o What tangible life long skills do youth gain? e.g., decision making skills, p.r., refusal skills.
- o Are youth gaining a sense of community involvement?

- o What are the changed perceptions of staff and community about youth?
- o What are the changed perceptions of the youth participants?

- o What are the strongest risk factors for kids as identified by kids?
- o What are the benefits from service-learning?

- o How can I monitor the student/mentor relationships?
- o What are the changes throughout the course of the project?

- o What life long skills will be learned by performing youth service project?
- o What did students gain from service?

- o What impact does youth service have on the community, the area learning center and the school district?
- o What currently is being done in the community by (school based programs)?

- o Do students feel that they are a valuable community member and that their service does have an important impact on those served?
- o Do students volunteer in the future, when they are out of school? (Follow up study)

o What value do youth place on this experience?
o What impact is made on elementary school children who participate in the program?

o What impact does the combination of community work service and classroom involvement have
on correctional clients?
o What impact does community work service have on the community?

o Can emotinally disturbed students be successfullly involved in volunteer activities in the community?

o What can youth teach senior citizens and senior citizens teach youth about writing and theatre?

o How can we evaluate service work which is integrated into classroom assignments and activities?

o What tangible life long skills are young people learning as a result of participation?
o Are youth gaining a sense of community involvement and responsibility from the program?

o Are we reaching our target group?
o Are youth moving toward better citizenship? i.e., less destructive behavior?

o How can I more effectively monitor student learning so I can be sure students are learning academic subjects?

o How does this program involve participants in development, decision making, implementation and evaluation?
o From the student's perspective, what was beneficial about being involved?

o What percentage of students involved in the project continue the relationship with residents after the project is completed?
o Did the youth become involved in other service activities?

o How do I benefit from the program?
o How do we promote consistent participation from volunteers?

o How did teachers begin to integrate service-learning into the curriculum?
o Will youth internalize a connection between in-service training and the actual service?

INFORMATION USERS–TOP TEN*

1. Program directors and staff

2. Teachers

3. Students/ youth/ youth advisory boards

4. Administrators

5. Government and community agencies

6. Funders; e.g., National Commission-Youth Service, United Ways, foundations, city councils.

7. Community education directors and staff

8. Parents

9. School Boards

10. Area Learning Centers

Others Mentioned:

City Council, Mayor, Probation Officers, Group homes, National Corrections Assn., other schools, mentors, volunteers, Chamber of Commerce, specific community groups.

* List is in order of frequency mentioned.

INFORMATION NEEDED

QUANTITATIVE DATA:

1. Numbers of youth involved
2. Types of youth involved; e.g., those at risk, gender, ethnic background
3. Numbers involved in these aspects: planning, implementation, evaluation.
4. Time involved; hours of service
5. Types of service
6. Types of sites
7. Numbers of teachers trained in service-learning
8. Numbers of teachers integrating service-learning into curriculum
9. Info on youth– attendance, scholastic records, problem areas
10. Numbers of youth who earned credit for youth service
11. Crime offence statistics
12. Numbers of community members who participated
13. Numbers of businesses that participated
14. Numbers of youth who successfullly completed projects

QUALITATIVE DATA:

1. What do participants want to learn?
2. What measures insure involvement in decision making?
3. Participants' perspectives on program–strengths and weaknesses.
4. Motivators and barriers to participation.
5. How is service-learning integrated into the curriculum?
6. What are the improvements at school?
7. What are the changes in attitudes, self esteem of participants?
8. What is the degree of satisfaction of participants and community agencies?
9. What skills do youth want to learn?
10. What did they learn?
11. What were the changes in attitude of youth toward the community?
12. What were the changes in attitude of the communtiy toward youth?
13. What are the academic outcomes?
14. What were the benefits for youth, teachers, community?

METHODS OF COLLECTING DATA

1. Individual Interviews:

- o interviews of youth, students
- o interviews with recipients of service
- o interviews with participants and volunteers
- o interviews--quotations, statements from variety of people involved
- o interviews with parents
- o taped interviews
- o interviews--beginning and end of project
- o follow up interviews--3 years after project ended

2. Group Discussions:

- o focus groups
- o focus groups (pre and post)
- o reflective part of youth advisory board and youth council meetings
- o dialogue nights
- o group meetings/discussions

3. Records:

- o student journals
- o attendance records
- o student records--tests, grades
- o records of other groups; e.g., nursing home records, court records.

4. Surveys/Questionnaires:

- o surveys of participants, other persons, agencies
- o surveys (pre and post)

5. Observations/documentation of experiences:

- o observations reported by teachers, program directors, staff, students, agency coordinators
- o video documentation by students
- o other means of documentation by students

6. Media Reports:

- o news articles and photos
- o t.v. clips
- o school newsletters, papers
- o agency newsletters

7. Other:

- o final products
- o case studies